

UNIVERSITY NEWS



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Chandigarh-Yale Project



Prof. V. K. R. V., Union Minister for Transport and Shipping, recently inaugurated the Chandigarh-Yale Project for Search of Early Man at the Panjab University campus. The Panjab University Anthropology Department will collaborate with Yale University of the United States for the project. Seated from right are Dr Rao, Mr Suraj Bhan, Vice-Chancellor of Panjab University, Mr Anand Chand, M. P., and Dr M. S. Randhawa, Chief Commissioner of the Union Territory of Chandigarh.

Crisis of
Values in
Universities



Correspondence
Courses



University Students'
Problems

Science Institute Plan to Encourage Research

INDIAN Institute of Science, Bangalore, has offered research associateships to talented young persons who wish to pursue a research career in science or technology at the institute. Applicants must hold a doctorate degree or a postgraduate qualification from a recognised university. Research experience would be additional qualification. The research associateships carry a fixed amount which may vary from Rs. 500 to Rs. 750 per month, depending upon the merit of the candidates. Awards are normally made for three years with an annual review. Persons selected for the award are expected to complete at least one year on their projects. Applications forms are available from the registrar of the institute which should be returned after duly filled in before May 13, 1968.

Madras Govt. Scheme

The Madras Government has decided to award two scholarships every year to Tamil-speaking students of Indian origin domiciled in Mauritius to enable them to pursue their post-matriculation studies in the state.

The scholarships—each of the value of Rs. 150 per mensem—will be given to selected students in the pre-university or in the first year class of a three-year degree course. They will be renewed every year by the director of collegiate education for the next high class, subject to the satisfactory performance of scholars, until the completion of their course of studies, including professional or postgraduate courses.

The holders of the scholarships will be exempted from payment of tuition fees and special fees.

Bulgarian Offer

Government of Bulgaria has offered six scholarships for postgraduate studies in veterinary me-

dicine, electrical engineering and agriculture for two-years. The scholarship amount is Rs. 480, besides free accommodation, free specialisation, free medical service and travelling expenses in Bulgaria.

Persons with first class master of bachelor degree in veterinary medicine/agriculture, or a first-class bachelor degree in electrical engineering with two-year practical teaching or research experience may apply before May 11, 1968. Application form and other details can be had from the Ministry of Education, Government of India, Section E. S-1, Post Box No. 445, New Delhi-1.

* * *

The University of Madras will award the Ramarayaningar prize worth Rs. 500 for 1968-69 for a thesis in Telugu on "Space Travel". Thesis on the prescribed subject may be prepared and sent to the registrar, Madras University, before October 31, 1969.

Czech Scheme

The Czech Government has offered seven scholarships for higher studies/research in mechanical, electrical, civil, chemical engineering, metallurgy and pharmaceuticals, geology, medicine, mining, economics, ceramic art and puppeteering.

For details of qualifications required to apply for these scholarships, candidates may contact Ministry of Education, Government of India, Post Box 445, New Delhi, before May 15, 1968.

* * *

The Kottayam District Congress Committee has decided to institute a scholarship for backward class students in Kottayam district in the memory of Dr. Martin Luther King.

Maharashtra Plan

Government of Maharashtra has invited enteries for the award of the George Wittet memorial

scholarships from holders of diploma in architecture, or degree of bachelor in architecture of Bombay University, associates of Indian institute of architects or people with such other qualifications. The applicants are required to submit:

1. (a) Four double elephant mounted sheets of a building or buildings of architectural interest measured and rendered by the competitor and (b) Four double elephant mounted sheets or working drawings of a buildings or buildings designed and drawn by the Competitor; or

2. A thesis on any architectural subjects; or

3. Three sets of designs out of which one shall be in the form of working drawings.

The complete entries must reach not later than May 31, 1968. An award of a scholarship of Rs. 3,000 will be made to the entry adjudged to be the best and deserving by the jury whose decision shall be final.

For full particulars, please apply to the Official Trustee of Maharashtra, P. W. D. Building, Vir Narimain Road, Bombay-1.

Calcutta Prizes

Calcutta University will award two prizes worth Rs. 225, Rs. 100 and a medal to be called Bengal immunity research prize in science and medicine every year.

The competition for the prize will be open to all graduates in science or in medicine from Calcutta University. The prize for the year 1968 will be awarded in science.

Each candidate for the prize will be required to submit three type-written or printed copies of his thesis to the registrar under a distinguishing motto.

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The Assam Oil Company scholarships for 1968 have been awarded to four postgraduate
(Continued on page 17)

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On Student Services

By Amrik Singh

Why is it that Student Services do not form an integral part of the normal functioning of our universities? Is it for lack of funds, as is usually made out or is it lack of willingness to break with the past and embark on something new?

It is perhaps difficult to return a decisive answer. One thing is clear however. Awareness of the need for doing something in this direction has been growing of late. The recent spate of student disturbance in the country had something to do with it. Today it is coming to be increasingly recognised that unless something is done on a large scale, the educational process will continue to be defective and its manifestations in the form of student unrest would continue unabated.

Two recent moves in this regard may be noticed here. It is almost certain that a National Service Corps will be set up shortly. This will be an attempt to canalize the energies of young men and women. As part of its functioning, it is bound to have some impact on Student Services as well. Another welcome development is the allocation of Rs. 50 lakhs to the U.G.C. to provide the sinews of activities to be undertaken in furtherance of this programme.

It would be an over-simplification however to think that these programmes fail to get off the ground for lack of funds only. Lack of funds undoubtedly is a serious bottleneck but perhaps the more crucial failure is the human failure. What is lacking is leadership. In any educational endeavour leadership has to be invariably provided by the teachers. The success or failure of all such schemes will ultimately depend upon the quality of leadership provided by the teachers. This is a truth that must

be recognised and the sooner we do it the better it would be.

RADAR NETWORK FOR EAST, WEST COASTS

A NETWORK of eight powerful radars will be set up along the east and west coasts of India to track cyclones and give a warning in time.

The meteorological department proposes to set up a cyclone warning, research and forecasting centre in Madras which will collect and analyse the information from these stations—five on the east coast and three on the west coast.

The first of the radar stations will begin functioning at Vikaspatnam this year. The building has been completed and a 10-centimeter radar having a range of 400 kilometers, has been obtained from Japan.

A sum of Rs. 5 lakhs has been provided in the 1968-69 budget for the radar scheme.

The department intends to supplement this observation system with a few selected surface and upper air observatories. It will take the help of the air force to send aircraft with special equipment into storms for study.

The inadequacy of the present system of tracking cyclones was underlined when a cyclonic storm devastated the coastal area of Orissa in October. Tracking storms originating in oceanic areas is done mainly with the help of reports from ships at sea.

The department has prepared an atlas of cyclones showing their period on the basis of the data on cyclonic storms in the Bay of Bengal and the Arabian Sea during the past 70 years. This will be invaluable to the new research centre at Madras.

All-India University Students' Camp at Bombay

THE Bharatiya Vidya Bhavan at Bombay will hold an all-India university teachers and students camp from May 20 to 25. The camp has been organised with a view to instilling in the minds of the students a sense of responsibility and purpose. It will also help canalising their energy into constructive and nation-building activities. The camp is being sponsored jointly by Bombay University and the national integration colloquium headed by Mr K. M. Munshi.

Dr P. B. Gajendragadkar, Vice-Chancellor of Bombay University, has stated that the camp would be a part of the university movement for rallying intellectuals in general and members of the university community in particular in organizing public opinion in support of a basic concept of national philosophy.

According to Dr Gajendragadkar, all the 70 universities in the country would be invited to send five student representatives (three boys and two girls) and two

teachers each. It is also proposed to invite 50 non-politician intellectuals to the camp.

Discussions

The student will form themselves into groups to discuss problems. On the concluding day, a pledge will be taken. The pledge reads: "We solemnly declare that we believe in the unity and integrity of India, in the democratic way which we have adopted, in the rule of law, and in the ideal of socio-economic justice which the constitution has placed before the country. We firmly believe that university campuses should not be utilised for partisan political purposes and that all problems connected with universities, whether administrative, educational or cultural should and shall be solved by mutual dialogue and understanding."

The Governor of Maharashtra and Chancellor of Bombay University, Dr P. V. Cherian, will preside over the concluding day session.

Soil Salinity Research Institute to be Set Up

A Central Soil Salinity Research Institute, the first of its type, is proposed to be established at Hissar (Haryana).

The institute will have four divisions of soil science; engineering, plant physiology and agronomy and administration division.

The primary objective of the institute is to reorientate the approach towards the solution of problems relating to saline and alkali soils, soil salinity, drainage and irrigation with poor quality water.

Set up under the aegis of the Indian Council of Agricultural Research, it will be completed by 1970-71.

The expenditure during the three year period up to 1970-71 has been estimated at Rs. 52.66 lakhs.

Secretarial Practice Institute Planned

An institute of secretarial practice will start functioning in Bangalore from June 1968. The institute which will offer a diploma course in secretarial practice has been established with a view to obtaining adequate trained personnel for supervisory posts in government offices.

The course will include specialised training in English and Kannada, drafting, accountancy, office administration, typing and shorthand.

The intake of the course at the initial stage will be 30 candidates and it may be increased gradually, depending on the usefulness of the course and also the requirement of trained personnel.

PLAN FOR INSTITUTE TO DEVELOP INDIAN LANGUAGES

THE Bharatiya Bhasha Samiti has urged the Government of India to establish the Bharatiya Bhasha Sansthan (national institute of Indian languages) soon. This has been suggested with a view to strengthening the essential unity of Indian languages through inter-linguistic research and comparative studies of vocabularies, forms, styles, structures and expressions.

The institute will also encourage and coordinate orientation courses for teachers and training research scholars and interpreters; coordinate the work of state institutes of languages and produce suitable literature to assist in the change-over in the media of instruction at the university level. Besides, it will undertake linguistic studies with reference to Sanskrit, Urdu and Sindhi in case no other state institute of languages or other organisation does this work.

Text-Books

The samiti has recommended the speeding up of the programme of production of text-books for university students in regional languages, primarily at the first degree level. The state governments, it says, should expedite setting up of state level organisations to carry forward this programme. The state governments and universities have also been urged to take urgent steps to adopt in regional languages the national terminology evolved by the commission for scientific and technical terminology.

In regard to reference literature, the samiti has suggested that its chairman should in consultation with the Sahitya Akademi, appoint a committee to review the work done on the preparation of dictionaries, encyclopaedias and other reference books in various languages and to make further suggestions. It has also emphasized the need for compilation of functional trilingual dictionaries (English, Hindi and one regional language) of about 20,000 words.

Maharashtra Govt. Plan for New Medical Graduates

THE Maharashtra Government proposes to approach universities and the Indian Medical Council to attach those passing the M.B.B.S. examination to civil hospitals in the districts before their registration as doctors.

At present, a student passing the M.B.B.S. examination has to do one-year internship and takes practical training of three months each in medicine, surgery, obstetrics and gynaecology and in public health.

The state health minister, Dr Rafiq Zakaria, believes the student learnt little during his internship in big hospitals because he rarely got practical opportunities. He feels no useful purpose would be served by this type of internship and many leaders of the medical profession had agreed with this view, he stated.

Those who would be attached to civil hospitals in the districts would be more usefully employed in practical work under the guidance of civil surgeons and public health officers and the students would be able to give the much-needed medical assistance to public health centres and sub-centres in far-off villages.

Bond Period

If the Indian Medical Council and the universities agreed to the proposal, the government might consider reducing the bond period of students from two years to one year for serving in rural areas after they became doctors.

Dr Zakaria said the government was also preparing a scheme under which a district hospital with a sizable bed strength of about 200 might have at least seven specialists—the physician, the surgeon, the obstetrician, the anaesthetist, the eye-surgeon, the pathologist and the dentist—to serve as honoraries there.

The health minister also announced the appointment of two committees, one under I.C.S., officer to go into the question whether the integrated medical course had advanced and popularised the cause of Ayurveda, and the other under Mr V. N. Desai, deputy chairman, Maharashtra Legislative Council, to go into the practice and training of homeopathy and biochemistry and recommend measures to streamline the system to popularise homeopathy.

Dr Zakaria said the states with its 11 medical colleges, 15,982 doctors, 11,382 nurses and 1,389 hospitals and dispensaries apart from Ayurvedic and homoeopathic institutions could confidently look forward to promoting the health of the people.

Madras Govt. Reserves Seats for Foreigners

The Madras Government has decided to reserve from 1968-69 five seats in the government engineering colleges in the state for foreign nationals whether of Indian origin or not.

In addition, three seats will be set apart for citizens of Tamil origin in Malayia, Singapore, Fiji and other countries, one each for Tamilian repatriates from Ceylon and Burma and one for students from Andamans and Nicobar the mechanical branch. The reservation for Andamans will be in civil, mechanical and electrical branches in the case of others.

Vacancies, if any, arising in any of the above categories may be diverted by the director of technical education to the other categories according to needs.

Tamilian repatriates from Burma and Ceylon are eligible to compete for admission to the engineering colleges on a par with the students of Madras state. The two seats reserved for them will be over and above the seats that may be obtained by them in the general selections.

ECAFE SCIENCE MEET IN DELHI IN AUGUST

A conference on the application of science and technology to the development of Asia will be held in New Delhi from August 9 to 20 next.

The conference, organised in cooperation with ECAFE (Economic Commission for Asia and Far East) is being convened by the UNESCO in pursuance of a decision taken at its 14th general conference in Paris in 1966. Delegations from over 30 countries will attend.

The director-general of UNESCO, Mr. Rene Maheu, and the assistant director-general of UNESCO for science, Prof. A. Matveyev, will be among 250 participants.

Tamil Classics In French

Tamil classics would be translated into French in the near future. Dr F. Gross, officiating director of the Pondicherry French institute, has said that the institute has already completed translation of some of the Tamil classics into French.

A volume of word-index of Tamil literature was also ready for publication. The next work they proposed to take was Periyapuram. Dr Gross said that the French institute had recently secured an electro-resistivity meter for archaeological research from France.

MUSIC VARSITY FOR VRINDABAN

Vrindaban in Mathura district will soon have a university of Indian classical music. The university is proposed to be modelled on the Shantiniketan University in West Bengal. The citizens of Vrindaban have collected to Rs. 40,000 from public donations and land has also been acquired for construction of building of the university.

The university proposed to be constituted in the memory of Swami Hari Das, the guru of Tansen and Baiju Bawara, idols of Indian classical music.

Foreign Study Popular

A UNESCO publication, *Study Abroad*, has revealed that more than 341,660 students are enrolled in educational institution outside their own country. Nearly one quarter of this number are studying in the United States.

More than 42,000 fellowships and scholarships were awarded to the foreign students studying in the US. The United States, France, Federal Republic of Germany, USSR and the United Kingdom together are responsible for almost half of all foreign student enrolments and 40 per cent of all fellowships. But 120 countries offer some financial aid to study abroad.

While the number of foreign students in the United States is large, it amounts to only 1.5 per cent of the total enrolments in the country. In the United Kingdom, on the other hand, they make up 10.5 per cent of enrolments. For Senegal, the figure is almost 67 per cent and for Lebanon, 53 per cent.

The publication lists fellowships offered up to the end of the 1969-70 school year by 4,773 government services, institutions of learning, foundations, scientific, cultural and professional organizations in 128 countries, as well as by 74 international organizations. Some 215,000 fellowships are mentioned.

Unrestricted

In general, it appears that nearly one-half of all fellowships are in the unrestricted or general category. Science or technology account for nearly one quarter, social and human sciences just short of 17 per cent and education a bit more than 4 per cent. More than 70 per cent of all fellowships listed call for foreign students to come to the country originating the grant, whereas 25 per cent are designed to send nationals of the donor nation to other countries.

The offers listed vary widely: some cover all study costs, travel expenses and living costs; others

mix the benefits. Some are for a few weeks, others last several years.

U.S.S.R. Leads in Translating Books

The Soviet Union leads the rest of the countries in the world in publishing translation of books from foreign language. V. I. Lenin remains the world's first author in the number of translated works. Almost 4,000 titles of sociopolitical, scientific and technical literature and fiction were published in the USSR in 1966. In the same year, over 200 works of Lenin were translated in other countries.

These facts and figures are contained in the 19th volume of index translationum, a handbook on translation released by the UNESCO. The handbook accounts for 39,267 translated publications which came off the press in 70 countries in 1966.

Economic Growth Rate Up

According to the economic survey of Europe conducted in 1967, the economic growth in eastern Europe and the Soviet Union has been proceeding on a rapid pace. The growth rates of national income produced ranged from 5 per cent in eastern Germany to 9 per cent in Bulgaria; in virtually all countries, the rates were in excess of the annual plan growth targets.

The economic survey of Europe in 1967 stated that prospects for the coming 12 months indicate a further acceleration and widening of the economic recovery which is now apparent in the larger western European economies and which is beginning to spread to some of the smaller countries. Policies have shifted from restraint towards cautious expansion, influenced particularly by the increases in unemployment to which deflation has led.

New Type of Varsity Planned in UK

Plans are afoot in Britain to set up a new type of university which will provide courses leading to degrees and other qualifications by a combination of television, radio, correspondence, tutorials, short residential courses and local audiovisual centres. The university is expected to be launched during 1970. There will be no compromise on standards although students will be able to work to their own place. They would be guided by a tutor who would advise them when they were ready to take degree courses which would last on an average four years.

The new university would be entirely independent with its own secretariat based in London and regional offices throughout the country.

Joint study groups would be organized and local authorities would be asked to provide premises. There would also be correspondence courses and short residential studies.

8% Rise in US College, Varsity Enrolments

There has been 8 per cent overall increase in the enrolment in colleges and universities in the United States in the current academic year.

According to the US office of education, the enrolment in university and colleges has approached 7-million figure. In this figure are also included full-time and part-time students as well as extension students.

The total for entering students was 1,652,317, up 5.5 per cent from 1,565,564 in 1966. Public institutions increased their first-time students by 9.2 per cent, from 1,111,032 in 1966 to 1,312,846 in 1967, while the first-time students in private institutions declined by 3.3 per cent from 454,522 in 1966 to 430,471 in 1967.

Osmania, Gauhati Decide Medium Change

OSMANIA university has decided to switch over its medium of instruction from English to Telugu with effect from the 1969 academic session. A committee would be appointed to suggest practical means of adoption of Telugu as the medium in all undergraduate courses. However, English would continue to be the medium in all postgraduate courses till enough textbooks and other material is available in Telugu.

The university will introduce a two-year pre-university course from 1969 along with Andhra and Sri Venkateshwara Universities.

The university will soon have a centre for urban research, the first of its kind in the country. The centre will form a part of the geology department. It will have staff from three disciplines—geography, sociology and economics. The centre will deal with urban development in Andhra Pradesh.

A comparative study of different methods of surface irrigation is proposed to be conducted by the institute with the grant of Rs. 3,00,000 contributed by the government for the research project. The five-year study for the better utilisation of irrigation water would be conducted at the institute. The grant has been awarded by the agricultural research service of the US.

Gauhati: The academic council of the university has decided that the change-over of medium of instruction from English to regional language at the pre-university stage should take place from the 1971 session. The university has postponed its decision in regard to the change-over of medium in the undergraduate course till 1976. However, the existing system for the post-graduate course will continue. The university has decided to set up cells

for production of textbooks in the regional languages. The heads of the university department will assist the project.

The university has also decided to extend the duration of pre-university course to two years instead of one year at present.

Mysore : The university has decided to introduce correspondence course for the bachelor of education degree from June 1968.

Meanwhile, Mr S. Nijalingappa, chief minister of Mysore, laid the foundation-stone of the university centre for postgraduate studies in South Kanara last month.

The Kerala Government has sanctioned a donation of Rs 2 lakhs to the University of Mysore to establish a "Kerala Chair" in middle eastern studies in the Mysore institute of middle eastern studies proposed to be established by the university to commemorate its golden jubilee.

Aligarh : The university has introduced a new course of M. Phil. as a pre-requisite for the Ph.D. degree.

The university has established a department of area studies under a UGC scheme. The department would be a nucleus for political, economic and social studies pertaining in West Asia in coordination with the departments of social sciences. Dr S. Maqbul Ahmed has been appointed professor of West Asian studies and the director of institute.

Annamalai University: The university has decided to introduce a two-year part-time M.Ed course from next academic year.

Sardar Patel University : The university proposes to have a Gandhi Bhavan at the campus in the near future. The Rs. 2-lakh bhavan would be built to commemorate Gandhiji's centenary.

The UGC and the Gandhi Samrak Nidhi will share the cost.

Berhampur University : The university senate has approved the institution of two postgraduate diploma courses in journalism and foreign affairs from the next academic session.

Panjab : The university syndicate has decided that coaches working in (i) schools recognised by the university, (ii) colleges affiliated to the university and (iii) the university be treated at par with drill masters and physical instructors for purposes of appearing in the university examination as private candidates.

The syndicate has also decided that when two or more candidates secure a place in a university examination for which a medal is to be awarded, each one of them shall be awarded a medal.

According to another decision, the university examination in social and preventive medicine be held in December 1968 for the present third year MBBS students, who will take the final examination in 1969.

A girl student who has passed the B.Sc. home science part I in the subjects of English, physics, chemistry, biology, and hygiene from Delhi University, be allowed to join the B.Sc./B.A. part II of this university. It was also decided that there was no objection to a candidate who had exhausted all the chances of qualifying in the B.Sc. joining the B.A. class.

The university syndicate has decided to set up a Guru Nanak Chair at the campus.

The university youth welfare department has planned to impart basic training in constructive fields to 200 students drawn from the various affiliated colleges and teaching departments during the summer vacation.

Seven training camps are proposed to be held in Himachal Pradesh, each lasting a fortnight, during the next two months. The camp training will consist of a manual project, two strenuous hikes, talks and discussions.

PERSONAL

The department of commerce and business management recently organised a two-day seminar on management accounting in collaboration with the northern Indian regional council of institute of chartered accountants of India. The seminar discussed (1) role of accountants in management services, and (2) financial control of public and private enterprises. The Vice-Chancellor, Mr Suraj Bhan, inaugurated the seminar.

The present Panjab University postgraduate regional centre at Rohtak is proposed to be converted into a fullfledged university to meet the educational requirements of the Haryana state.

Punjabi University: The foundation-stone of Rs. 10-lakh Punjabi Bhavan at the university campus was laid by the Chief Minister of Punjab, Mr Lachman Singh Gill, recently.

The university senate has approved the scheme of instituting a preliminary examination in Punjabi to popularise the language among the people in India (except Punjab) and abroad.

The university also proposes to start correspondence courses for the Gyani, (B.A. in Punjabi), pre-university and B.A. examinations. The Punjabi Praveshika preliminary course would be open to candidates living in India and abroad. The Gyani course would open to those living in the states other than Punjab and abroad. Pre-university and B.A. courses are open to students from all over India and those serving in Indian foreign service and their dependents.

The medium of instruction for the Punjabi Praveshika will be candidate's language, subject to the facilities available at this university, but the examination will be in Punjabi in the Gurmukhi script. The medium of instruction/examination for Gyani and B.A. shall be Punjabi except for the language papers.

The medium of instruction for pre-university will be English and Punjabi.

Saurashtra University: Preliminary mountaineering training at Mount Abu in Rajasthan would be imported to 54 boy students of the various affiliated colleges of this university from May 20 to 25.

Bangalore University: A consumers' co-operative society was inaugurated on the university campus by the Vice-Chancellor, Professor V. K. Gokak, recently. The society will serve the students on the campus and the students of the local affiliated college in due course.

Lucknow University: The university has decided to start special classes to coach students for competitive examinations. Classes start from May 15. Instructions would be imparted only in compulsory subjects i.e. general English, general essay, general Hindi, and Hindi essay.

Coaching classes will be open to such students as have obtained their masters's degree or bachelor's degree from Lucknow University.

Saurashtra University: The Vice-Chancellor, Mr Dolarrai Mankad, has suggested starting of the naval training course by the university.

Karnatak University: The university proposes to start a postgraduate course study centre in Gulbarga city. The centre would be the nucleus for a full-fledged university to cater to the needs of Gulbarga. The state government is believed to have promised a Rs. 35-lakh grant to start a government college which would ultimately become a seat of the centre.

NON-RECEIPT OF UNIVERSITY NEWS

University News is posted on the 7th of every month. In case a subscriber does not receive it by the 20th of the month, he should inform this office immediately and duplicate copy will be supplied. Requests received for a replacement copy after the new issue has appeared, cannot be entertained.

Dr D. S. Kothari, Chairman of the University Grants Commission, has been awarded the Dadabhai Naoroji memorial prize for 1966.

Dr P. N. Wahi, principal of medical college, Agra, has been appointed Vice-Chancellor of Agra University for a three-year term.

Dr S. N. Sen, professor and head of economics department university arts college, Calcutta, has been appointed Vice-Chancellor of Calcutta University for one year.

Dr S. Chandrasekhar, professor and head of the Mysore University physics department, has been invited by the international union of crystallography to participate in an international conference on "accurate determination of X-ray intensities and structure factors" to be held in Cambridge (U.K.) from June 29, 1968.

Dr. M. N. Viswanathaiah, head of the geology department, Mysore University, has been elected as the member of the executive committee of Geological Survey of India for 1968-69.

Dr J. N. Khosla, director of the Indian institute of public administration, has been appointed president of the Indian council for cultural relations in succession to Mr M. C. Chagla.

Dr Binoy Gopal Chakravorty of the Nilratan Sircar medical college, Calcutta, has been awarded the "Sir Henry Wade Chair of Museum Demonstration" by the Royal College of Surgeons of Edinburgh for the forthcoming session.

SNDT Varsity Golden Jubilee Function

President Zakir Husain recently presided over the Golden Jubilee celebrations of the S. N. D. T. Women's University, Bombay. The President paid glowing tributes to the pioneer women's university in the country and its contribution towards the development of higher education. The President also released a Golden Jubilee Commemoration Volume at the occasion.

LOOKING at the university scene in India, one notices the two sides of the picture, the spectacular and the gloomy simultaneously. The first phase is heralded by the rising tide of youngsters entering the portals of the universities. Since 1947, there has been a phenomenal expansion in number and the facilities. Against 27 universities in that year, we have now 70 with more than 1,500 affiliated colleges and a student population of over ten lakhs. At the post-graduate and research level, there is a three-fold increase in the enrolment. The academic boundaries of the universities have stretched to embrace all useful disciplines. As many as 12 universities have 26 centres of advanced study, which are being nurtured by liberal UNESCO and foreign aid in collaboration with the progressive universities of the West, in the norm of expertise of eminent scholars who enthuse our budding scholars for the pursuit of excellence, advancement of knowledge and promotion of research. The existing university campuses are being enlarged to meet the requirements of increasing facilities for students and teachers. Since post-high school education, meant for the selected ones before independence, is rapidly becoming the norm for the majority, an Indian university, once an intimate community of scholars, is today a complex and sprawling community of a large number of specialists, teachers and executives serving thousands of students.

Current Upsurge

The current upsurge in higher education is not, of course, unique to India. The number of university and college students in the United States will almost double by the end of 1960's. In Canada, the proportion of eighteen-to-twenty-one-year-olds in the higher education is expected to soar from around 200,000 last year to 500,000 by 1970. In Britain, the much-discussed Robbins Committee report recommends doubling the number of universities by 1980.

CRISIS OF VALUES IN UNIVERSITIES

by Suraj Bhan

Vice-Chancellor, Panjab University, Chandigarh

The data both from this country and abroad clearly ring the death-knell to the two-long-held notions; that higher education ought to be restricted to a small elite minority and that only small percentage of a country's population is capable of benefiting from higher education. Whatever the conditions in an autocracy, a democracy, however, dare not tell its citizens who are articulate tax-payers and awakened voters that many of their children will have to content themselves with lesser credentials. No one will admit his limitations and defer status to his betters. In a democracy, the elected representatives infuse self-confidence in their electorate and give them the feeling that they are entitled to all the privileges. Admission to a university, with the opportunities it opens for ascending careers, can no longer be confined to a small fraction of the population. Having chosen to be a democracy, we must accept its consequences. The number, however, would not deter us, had qualitative standards kept pace with the quantitative expansions. In this direction much remains to be desired.

The Other Side

Juxtaposed to the marked evidence of quantitative growth of increasing population and sprawling organisation is the dismal picture. The dialectic between the need for expansion and the wisdom and desirability for raising the standards is at its highest pitch of vehemence. While the universities have grown in size, they have not grown in excellence, in quality and in the realization of prime purposes of education. They have sadly belied the expectations of our national aspirations. Even the best of our universities suffer from built-in limitations, which very often constitute a powerful force

against creating a highly intellectual milieu. Much of the discussion on change is done to attract finances. There is such a vacuum of values that the students fail to see that here is a place, and here and now is time to search, to explore, to try to see things in broad purview and to probe deeply where reason and curiosity lead. They fail to see the importance at this stage of their lives, of looking beyond their own small world to discover the other worlds, full of interest and significance, which beckon and invite enquiry in the atmosphere of a university. The reasons for this failure are not far to seek.

Central Purpose Missed

Unfortunately, our university education, as at present, is bereft of the central purpose of being treated as key to the right development of the individual, nay, the key to his survival. It has failed to implant in the young minds the sense of right and wrong, failed to show them the new horizons of duty and hard work, failed to discover and utilize the talent and has failed to enkindle in them the hopes of future in a well-planned socio-economic structure. So far, the university has remained only a purveyor of inert ideas, having little relationship with fundamental values of life, capable of turning students into rational beings with understanding and purposiveness.

To provide the conditions in which search for truth and the adventure of ideas can be pressed and to nurture individuals and ideas which can stand against the crisis of values is the proper business of a university. For a university is more, much more, than its component parts—faculty, students or the administration. It is an association of learners and teachers who must work in

concert with one another, within the framework of broad and generally agreed-upon principles and ever cherished values of life. Its transformative function and civilising influence should create profound thinking and yearning for learning. In today's situation, we find that the vast majority of our students fill up universities for career purposes. It is ingrained in their minds that a university degree is absolutely necessary for financial and social success and they must spend a few not-too-arduous years to become properly accredited. Very few of them feel that they are engaged in learning to cultivate and enrich their minds. Judged from all canons of prevailing thought and practice in our universities, we can say that an Indian university has till today remained an "idea" and not an "ideal".

Teacher's Image

The tall claims made above as the central purposes of university can stem only from devoted and dedicated teachers, capable of inspiring intellectual companionship and having profound appeal to the lives and the hopes of the youth. Real teachers and inspirational teaching awaken and stimulate the use of mind, engender a raised awareness in intellectual activity and as a result build-up ethico-spiritual interests of youngsters. Students and their parents are paying dear for education in these days of spiralling costs. What they expect to get for their money—reasonable enough—is good functional teaching. In a good many classrooms, they are not getting it. This is not because the classes are overcrowded but because our whole academic system is now rigged against good teaching. The series of capsule lectures have made teaching slipshod, routine and unadventurous. There is one-way-route across the lectern and the student contact-hours in the form of seminars and tutorials are not serious intellectual efforts but micky-mouse courses. How can a teacher, who lacks the spark of idealism, love for teaching and the philosophic acceptance of himself and his profession have

the impact of inspiring the students with a viable concept of values? It is only out of the pride of values that the university life can become more exciting and the intellectual discourse more meaningful so as to demonstrate that the university has a mind as well as a body.

Mood and Manners

No less responsible is the mood and manners of student in bringing about the crisis of values. A silhouette on the cross-section of the student community on the university campus would show a curious assortment. There are academically committed students, confident of their goals, high in their grades, intelligent, efficient but often less interested in "ideas" and more concerned with the safe passport (degree) to profession. Then there are activists, ready to express indignation, to form groups, parties and cliques to frame manifestoes and memorials, to organise demonstrations and "gheraos" but quite often their concerns are superficial and their protests a cloak for unsteadiness of their own convictions. Somewhere in between the two are the drifters, bright enough to stay, but with a self-proclaimed allergy for effort or commitment. Lastly, we have the under-achievers, the prospective drop-outs, overwhelmed by competition and high expectation. None of these can, in fact, be legitimately called the representative of a university.

From such a community of students, it is not unnatural to expect tremors and rumblings. When they feel betrayed on the educational end, find the faculty disinterested and the curricula and the technique of teaching providing no food for their aspiring souls, they let off their steam in having encounters with the administration.

Shifting Emphasis

Yet another factor contributing to the crisis of values is the shift of academic emphasis. In this science and technology dominated age increasing needs

for engineers, doctors and scientists have lent greater prestige to the study of science. The humanities and social sciences which once enjoyed the bloom have become the ugly duckling or the Cindrella of the academic world. We have ignored the counsel of the great educationist A. N. Whitehead, who said: "The true task of education is so to reconcile the sense of pattern and direction, deriving from heritage with the sense of experiment and innovation deriving from science that they may exist fruitfully together." The neglect of humanities and social sciences imperils the very existence of society, civilization and culture which has been built during ages.

World of Men

Humanities and social sciences constitute the body of knowledge which explains the world of men. They help man to understand the nature of universe, the nature of man, the causation of events, the existence of an omniscient and omnipotent Force, the transient or temporary existence of beliefs, "isms" according to various angles and various schools of thought. These are embodied in social sciences. Similarly, there is a world of values, the world of Truth as distinguished from Falsehood, of Right as distinguished from Wrong, of Good as distinguished from Evil and so on. These values bring the measure of judgment and man strives after Truth, Goodness and Beauty. Such strivings of his have produced disciplines like philosophy, ethics, art and literature. The study of humanities and social sciences influence the quality of the life of man. It was Emerson who said his soul sought not instruction so much as provocation. The humanities provide such provocation. Their contribution is the illumination of the minds of those who seek it. Man cannot remain without a change if engaged in his quest into humanities. It is this quest through which the appalling dehumanisation of society of our times may somehow be arrested. The humanities teach us the greatest of all arts, the art of living.

The complex of such factors, confronting the universities, pose a serious challenge. Towards these grave issues indeed our universities bear special responsibility, for which they must develop fresh talent and technique and insights required to comprehend and cope with them.

Despite the magnificent achievements of science and technology, mankind today faces a host of problems. In addition to the age-old torments of war, poverty and disease, humanity has many new ones—to mention just a few—exploding populations, tumid urban growth, fervid racialism, excited nationalism and the threat of nuclear armaments. India is not exception to all these and confronts many more, including the survival of a unified Indian society.

Since our resurgent India greatly needs men with highly developed skills, men with vigorously trained capacities as doctors, engineers, lawyers, statesmen, teachers, businessmen and all with high sensitivity for higher values of life, higher education, in terms of both personal reward and national welfare, occupies a place of special distinction and importance.

High Talent

The demand for high talent manpower is a condition of modern life. Therefore, as students move through their years in the university, they should be given the experience of the university for what it really is—not as a place simply for grinding out research, or for producing well-moulded young men to fit into a pat scheme of things, but as a setting where ideas can develop and where a person can grow in his search for values and in the inculcation of them. To quote Pandit Nehru: "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and the search for truth. It stands for onward march of human race toward ever higher objectives." The restoration and the inculcation of such values is possible partly by percept and prescription, partly by teacher's example and partly

by orienting the entire curricular and co-curricular programme on the cherished values of life. No programme can be designated as value-oriented unless the students are emotionally involved in it. In bringing about this change, the teacher has the pivotal role. Unless he himself nourishes the higher values, he cannot animate his students to have that sense of humility and deep spiritual character for searching the truth and developing that power of detachment, which would help them to stand back on occasion from the pressure of fissiparous tendencies and to act upon principal thought.

If our universities are transformed to such purposive directions in all learning—whether in natural sciences or in humanities—the students will discover that they are living in a stirring region, with ascents more challenging and vistas more sweeping than any they could imagine and they will find amid them countless incentives to be of good use to their fellow-men. Will the teachers rise and the students respond?

Over 13,000 Indian Scientists Abroad

According to the national register of the council of scientific and industrial research, 856 scientists and technical personnel were registered in 1967. The total number of Indian scientists abroad at present in 13,661.

Fifty per cent of the total registrants have returned to India. The percentage of persons returning is highest for medical personnel (about 60) and lowest (about 33 per cent) in the case of those who have specialised in business management and accountancy.

Of the scientific and technical personnel who were abroad as on February 1, scientists constituted about 30 per cent, engineers and technologists 5 per cent and medical personnel 15 per cent.

Britain and the US account for the largest number of Indian trainees, about 36 per cent each. Eleven per cent had undergone training in Germany.

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Higher Education Through Correspondence

by Professor M. C. Shukla

Director, Correspondence Courses, Delhi University

THE current space age marks a time which makes a potential student out of everybody. Teachers and technicians need to catch up with new developments which were unknown when they took their training. And the current emphasis on education for all people and also through adult life adds more potential students. In a democratic society as ours, learning is no longer a privilege of a wealthy class or of a bureaucracy; it has become the right of each individual to acquire as much education as he is capable of absorbing.

Since the only choice left to us is to seek the development of human potentialities at all levels, educational programmes are expanding in different directions. To meet the challenge of ever-growing numbers of learners, new institutions to supplement colleges are being set up and different methods are being devised. There is indeed a new ferment at work in all spheres of education. There is a growing awareness that purposeful education with vitality cannot stand still. It must change. Its methods must change. It must grow. It must examine and re-examine the needs of our people and seek ways of meeting them, with increasing effectiveness. It is being increasingly recognised that going to college is not the only way of learning. It is no more assumed that the young person either goes to college and continues to learn, or goes to work and stops learning. Experiments are being made to grapple effectively with many of the educational problems. One of such experiments has been tried, and very successfully, too, at the Directorate of Correspondence Courses and Continuing Education of the University of Delhi. The directorate extends educational opportunities through teaching by correspondence, to all learners, wherever they may be compelled by circumstances to live and work.

Supervised Instruction

Instruction by correspondence is a well-tried method of imparting education in almost all the advanced countries, and millions of people are taking advantage of it. In India, a pilot project was started in 1962, with the establishment of the Directorate of Correspondence Courses and Continuing Education by the University of Delhi. The pilot project proved a great success and the directorate was recognised on permanent basis by the University Grants Commission in July 1966.

The directorate aims to provide an efficient and less expensive method of education at the university level, currently leading to the degree of bachelor of arts, for all eligible and willing persons, who were unable to join regular university courses due to personal or economic reasons, or due to their inability to get admission to a regular college. It proposes to

further provide opportunities for academic pursuits to educated citizens to improve their standard of knowledge and learning through continuing education.

The supervised correspondence instruction admits of greater flexibility than classroom teaching and makes for economy, because of the elimination of many items of expenditure necessary for regular system of education. The essential characteristic of correspondence teaching is that there is a two-way communication between the teacher and the student. The correspondence lesson is at once a textbook and a teacher. It provides actual teaching by explanations with educative examples and constantly referring to what the student has already learnt. Correspondence study offers the most flexible opportunities for study, and it offers an open door to almost any conceivable subject. By the very flexibility with which correspondence teaching can adapt itself to the needs of the individual, it can serve a variety of individual needs. The quick learner can work ahead of the average rate. The slow learner can move at a rate at which he can absorb the instruction. Without delaying the progress of fellow students and without the embarrassment of feeling that he is slow he can move at his own pace. The older student can overcome some deficiency in his earlier education without having to learn in the company of a younger age-group, or without inconveniencing the family circle by absence from it. It individualises teaching and breaks the lock-step of group teaching. It provides training in independent study. It motivates students to work better by providing exercises and tests in the form of assignments or response sheets. After a student has studied his lesson and the recommended readings, he has to answer certain questions, and solve set problems. These are sent to the directorate, from where they are returned to him/her with the teacher's corrections, comments, suggestions and evaluation. In this way the student learns one unit at a time and then links all the units for the examination.

Remarkable Success

The scheme of correspondence instruction through the devoted and skilled teachers and educational administration has achieved remarkable success. The feed-back of the corrected assignment with the teacher's comments helps to re-inforce the student's learning success. If he is still doubtful, he can write back for further clarification which is supplied to him until he is satisfied. This permanent flow of communications adds to the utility of this mode of teaching. The students of the directorate, at least the majority of them, are mature persons and highly motivated and a slight stimulus of hope by the teacher will encourage them to continue their efforts. For it is indisputable that motivation will stimulate the individual to

engage in activities which will presumably lead to the attainment of goals important to him. In most personalities, ambition lies always close to the surface ready to stir to life when activated by hope. The teacher in a correspondence course is in a much better position to activate motives of learning and influence the attitude to the learning process.

A slightly longer duration of courses than for the regular college students, a carefully prepared and adequately executed programme of personal contact classes, refresher courses and radio talks have added to the effectiveness of the scheme.

Present Programme

At present the directorate is enrolling and preparing students for the B.A. (Pass) degree examination of the University of Delhi. The subjects of study are:

1. English—compulsory for all students;
2. Hindi—compulsory for those whose mother tongue is Hindi or who had studied it for the higher secondary or intermediate examination;
3. Two of the following elective subjects: economics; history; political science; commerce; mathematics and Sanskrit.

The entire syllabus for one paper of a subject is suitably divided into approximately 30 lessons, each lesson covering the same amount of teaching work as is done in one week's period in regular class-room lectures. Lessons are prepared by experienced teachers of the university and other top ranking scholars and are carefully edited. In addition to these lessons, supplementary material is sent to students on those aspects which are not covered by the lessons and textbooks, particularly on current problems in social science subjects. The lessons and exercises are pre-tested and constantly revised. Two lessons in each subject are mailed to the students every fortnight.

Personal Contact

In order to overcome the inherent weakness of correspondence study, viz., the absence of regular classroom contact between the teacher and the taught, the following programmes are organised during the course of a year:

- (a) a central personal contact programme in Delhi for three weeks in May which is attended by students from all over the country;
- (b) regional contact programmes: at Chandigarh in July, at Allahabad and Jaipur in October and Madras in December;
- (c) Sunday classes are held for students residing in and around Delhi;
- (d) in collaboration with All India Radio, talks are delivered three times a week from Delhi and Madras stations.

The radio programme has been particularly appreciated by our students and others. It supplements regularly mailed out lessons and also makes available to the students the live voice of their teachers and other scholars who deliver these talks.

It may be added here that the students of the correspondence courses study the same syllabus, take the same examination and are awarded the same degree as the regular college students. As the students reside in different parts of the country, arrangements for holding examinations have been made at five other places besides Delhi, namely, Lucknow, Jaipur, Bhopal, Madras and Bombay. Examination centres are also set up at Indian missions abroad for the convenience of students who are employed in such missions or are dependents of such employees and have jointed the directorate.

Students' Performance

A comparison of the results in the same examinations of the correspondence courses students and the regular college students over the five years of correspondence teaching has shown that there has been no difference between the pass percentage of college and directorate students. In terms of quality, the performance of correspondence students has been progressively better than that of the regular college students, every successive examination showing marked improvement. In the April 1967 examination, for instance, out of the ten students securing first division in the whole university, three belonged to the directorate and one of the three topped the list. Among those who had obtained the second division, the first six belonged to the directorate. In the September 1967 examination, only four persons secured first division and they were the students of the directorate of correspondence courses. Out of the 40 candidates who secured te second division, 24 belonged to this directorate.

One of our students was awarded the gold medal by the university at its recent convocation for securing the first position among all the successful candidates. A woman student of the directorate won this year's university prize for standing first among all the women candidates.

Enrolment

The successful functioning of the correspondence schemes has been attracting increasing number of students to the directorate. The following figures indicate the popularity of the course:

Year	Enrolment	Year	Enrolment
1962	1,112	1963	1,410
1964	1,931	1965	3,000
1966	3,300	1967	3,450

Nearly 80 per cent of the students enrolled in the directorate are employed persons in the age groups varying between 25 and 65 years. We have students from almost all walks of life and from all the states. Many of our students are drawn from among the commissioned officers in the army, retired military personnel, engineers, business executives, administrators and legislators. A few of our students are from outside India, being members of the staff of Indian embassies abroad or their dependents.

It is proposed to start certificate courses in selec-

ted subjects for those who are interested in acquiring additional knowledge. The question of starting M.A. courses in some selected subjects is being mooted, as the result of a demand by a large section of the public. The directorate regards it its social obligation to provide higher education to those who seek it and salvage those who can be salvaged. It is well said that to be fond of learning is to be at the gate of knowledge. Since correspondence study offers the most flexible opportunities for study, the directorate offers an open door to almost all comers.

Hyderabad Experiment

Bilingual Method of Teaching English Found Simple

THE Central Institute of English, Hyderabad, conducted a research project on bilingual method of teaching English recently. The former director of the institute, Professor V. K. Gokak (now vice-chancellor of Bangalore University), initiated the project and Dr H. N. L. Sastri executed it.

Dr Sastri who carried out his experiment in the S. S. K. School in Hyderabad chose the fourth standard class which had 38 students. The students' mother tongue was Kannada. The average age of the children was eight. For his experiment, Dr Sastri divided the class into two groups, each group had even number of boys and girls. The experiments conducted were divided in two groups, experimental group and the control group. The syllabus for the fourth standard contained 30 "structures", called "teaching items". The time available for the course was 178 days, leaving aside all holidays, terminal and other examination days. Half the teaching time was given to oral, one-third to reading and one-sixth to writing.

In the experimental group, mother tongue and English were used strictly on a 1:1 basis. In the control group, mother tongue was not used at all. However, all the children were asked to give answers in English alone, no matter whether they belonged to the control group or the experimental group. This ensured that all the children spoke English

while the teacher used English in one section and the mother tongue in the other.*

The whole experiment was based and closely followed the method developed by the Faculty of Education, University College of Wales, Aberystwyth, U.K.

As a result of the experiment, it was found that the bilingual method is simple, both from the point of view of teaching and learning. It did not need any elaborate preparation on the part of the teacher. The children felt that they were progressing satisfactorily and the teachers also observed that sufficient progress was being recorded. However, children in the direct method class often complained that the children in the bilingual method class "learnt more" and "learnt quickly". They questioned the teacher why the same method should not be followed in their case. It was observed that the teachers had to prepare his lesson carefully and thoroughly as was done in this case.

Dr Sastri has opined that the bilingual method is superior to the direct method. It refers directly to the concepts already known to the children and then introduces the foreign language terms to them. This ensures quick comprehension. However, the bilingual method cannot be equated with the old translation method, where the learner was forced to use word-by-word translation. What the student learnt by the old translation method was per-

haps the accurate meaning of words.

Dr Sastri says: "I cannot visualise in any translation method class the kind of excitement and vivacity that was so abundantly manifest in the bilingual method class. The lesson in a translation method class tends to be dull and plods on mechanically leaving children cold and uninspired. However, it ensured accuracy. The direct method tends to stress fluency and for this reason the children are more active in that class. But the bilingual, it seems to me, combines the advantages of both these methods—accuracy and fluency."

From the point of view of increasing the rate and amount of learning which takes place in the classroom, the old translation method is hopelessly inadequate. Hardly any time is left for repeated practice of linguistic items. The direct method no doubt overcomes this difficulty but since it stresses the direct linking of the concept with the foreign language without the intervention of the mother tongue, a lot of manoeuvring becomes necessary. The teacher has to say a given sentence several times, associating it with appropriate gestures or action or by inventing appropriate situations. Often he has to bring objects, pictures and so forth to the class and demonstrate. All this takes away a lot of time which could have been given to actual learning. Even with all this manoeuvring the teacher is never sure that the actual meaning has been grasped by the children. The bilingual method, on the contrary, saves a great deal of time by referring to the concepts through tongue rather than contrived situa-

(Continued on page 17)

UK Body to Help Teaching by TV

A national education closed-circuit television association has been formed in Britain to act as a clearing-house for views and information on the use of television in teaching. The association will evolve equipment standards not only for Britain but also for other countries.

The association represents the interests of all the educational institutions in Britain which are systematically using closed-circuit television for teaching.

Mr Derek J. G. Holroyde, director of television at Leeds University, who has been nominated acting chairman, said efforts would be made to achieve standardisation in such fields as video-

tape recorders, receivers and distribution systems.

Deep Interest

Mr Holroyde said overseas countries using TV for teaching were showing a deep interest in what was happening in Britain in the educational television field.

Some 15 British universities are at present operating closed-circuit television and audio-visual services, and eight local educational authorities are running or planning their own TV systems. Nearly 50 British colleges of education, technical training and technology also use TV for teaching purposes.

The Government of India has decided to place some restrictions in regard to the granting of permission to candidates other than British nationals for appearing for the general certificate of education examination of London University in this country.

Hitherto, all candidates were required to take the government's approval before their applications were accepted by the British Council, which held these examinations in January and June every year.

With effect from the examinations to be held in January next year, this permission will be given only to two categories of candidates—(a) those who have already taken a part of the examination and (b) those who on return to India find it difficult to switch over immediately to courses available here.

AN ANNOUNCEMENT

UNIVERSITIES HANDBOOK : INDIA AND CEYLON 1968

The next enlarged edition of "Universities Handbook—India and Ceylon 1968" covering 68 universities in India, 2 universities in Ceylon, 5 Indian institutes of Technology and 9 institutions "deemed to be universities" is likely to be published in July/August this year. As usual the chapters relating to each university/institution will give information on jurisdiction, constitution, medium of instruction, library and other research facilities, scholarships and fellowships, facilities for private studies, courses of studies, colleges, teachers of the universities, etc. One of the new features of this edition will be the inclusion of the names of post graduate departments and the names of the heads of post graduate departments in each of the colleges affiliated to the universities. A map showing the location of universities and a subject index are also being included to facilitate reference.

The calico-bound book will contain about 800 pages. The book is likely to cost Rs. 48/-, the exact price to be determined later however.

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Students' Problems—An Analysis

By a Student

By Surjit Singh Bhatti, Allahabad University

AN outstanding feature of our times is the growing craze for specialisation in all fields of human activity. Without belittling the benefits of specialisation, it may be stated that this trend is also to a large extent responsible for impeding the unfettered all-round growth of the young people. This has been particularly witnessed in developing countries like India. Persons with technical qualifications and specialised knowledge in sciences find employment easily. Besides, the developing economies provide vast avenues for such young men in matters of employment and financial help.

Great frustration, however, exists among those young persons with degrees in liberal arts who qualify from our colleges and universities. Such people are adversely affected by this social inequality created by the growing demand for technical men.

Vast majority of our students come from middle classes who do not have the advantages of either the rich or the poor, but have the disadvantages of both. Extreme inadequacy of their means, lopsidedness of their growth and the hopelessness of their future combine to create a sense of frustration among them which can easily be catalysed to acts of violence.

Unequal Growth

Another effect of growing specialisation in the field of sports is the unbalanced growth of the students' personality. Our sports and athletics clubs would admit only those who can hit centuries or perform hat-tricks. We have no place where the so-called "book-worms", the studious boys and girls, could play to keep good health. They are thus deprived of that exhilarating experience, that sense of sportsmanship which is a necessary part of the personality of an educated youth. On the other hand, our star-players of the universities and colleges neglect

their studies. Invariably, gold cups and silver shields keep these "stars of the field" taking an overdose of sportsmanship and reading the so-called "help-books" which never help them to pass their examinations.

Thus lack of proper and sufficient means of entertainment, self-expression and self-improvement leads the student to indulge in harmful activities. At best, he entertains himself by going to movie houses. Unfortunately, however, our motion picture producers are not educationists or even good artists, their sole aim is to make money. What the youth gets in most cases is a cheap and worthless pleasure and raw entertainment. He imbibes false values and sets unworthy ideals before him.

Atmosphere

Political atmosphere in the country is another factor affecting the growth of the student community. I have no intention of criticising or praising any political or student organisation. But I do believe that fasts, counter-fasts, strikes and violent acts on the part of the responsible and the mature people have an unpleasant effect of creating an atmosphere of chaos and opportunism not conducive to the growth of the youth. The students are tempted to enter the field of politics with the hope of gaining fame. They make educational institutions the springboards of their misconceived political ambitions and little realize the harm they do to themselves and to others.

There is no panacea to offer to remedy these shortcomings, but perhaps a few suggestions which if implemented, can do some good.

Efforts should be made on all levels to wipe out unemployment among the educated young people. Education system should be so modified to help people find jobs as soon as they leave the portals

of colleges and universities. More and better methods of entertainment should be provided to the young men and their energy should be diverted into constructive channels.

Besides, participation in sports and athletics should form an integral part of the syllabus for a degree. This is bound to lead to the fullest development of the latent faculties of mind and body of the student. This will also bestow on him a mental balance, a cheerful outlook and a natural abhorrence of violence. Our motto should be to play for health and joy. It is no good if a team of eleven players wins a gold cup and thousands of young men and young women lose their health for want of facilities to play.

National Life

Our radio and TV should occasionally broadcast programmes depicting high and glorious ideals of our national life. These programmes can go a long way in putting before the young men and women the great task of national reconstruction. Entertainment provided in the cinema houses should not be cheap and vulgar. Entertainment which is coupled with false values and unreal situations is destined to do more harm than good to the emotional balance of the young people.

On our newspapers writers, poets and social reformers devolve the responsibility to inculcate in the young the spirit of sincerity towards work, a sense of responsibility and the love for the rule of law.

If the structure of a happy future for this country is to be fabricated successfully and if freedom is to be preserved, an attitude of understanding, sympathy and love towards the younger generation is greatly needed. Mistrust and repression are obsolete now. A clean public life, a strong economy and healthy social environment are the three prerequisites for solving the problem of the students. In the absence of these, the young men will feel that they have been led to failure by the older generation. Our elders will do well to remember this.

SCHOLARSHIPS

(Continued from page 2)

students of Assam now prosecuting higher studies in different institutions in India. The selection was made by the technical education board of the Assam government.

The recipients are Mrs Amal Prabha Baruah, M.Sc. (physics) in Gauhati University, Mr Sarbeswar Buzarbaruah, Mr Utpal Kanti Roychoudhury and Mr Babul Borah, all studying for the M.Sc. degree in Delhi University.

Basic Literature Prizes

Director, basic literature, union ministry of food, agriculture, community development and cooperation invites entry in form of manuscript books including (drama) on the subject mentioned below from Indian authors for the sixth all-India basic literature competition: 1. Community development and socio-economic change; 2. role of voluntary organisations in community development; 3. role of panchayats in building community assets; 4. panchayati raj forges ahead—success stories of panchayats; 5. utilisation of rural manpower for rural reconstruction; 7. role of women in social welfare; 8. better health and more wealth for villages through applied nutrition programme; 9. welfare of the weaker sections of the community development; 10. role of community development in family planning; 11. role of panchayati raj in increasing agricultural production; 12. elimination of vested interests in the cooperative sector; 13. cooperative farming for higher production and more benefits to the farmer; 14. effective utilisation of cooperative credit; 15. cooperative marketing and processing; 16. consumers' cooperatives for keeping prices down; 17. cooperative sugar factories—landmark in cooperative processing.

Seventeen prizes of Rs. 1,000 each will be awarded. Not more than one prize will be given under any one subject. Language and style: Entries may be in any of the following languages: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Gurmukhi,

Sindhi, Tamil, Telugu and Urdu.

Entries should be in simple lucid style so as to be understood by and to appeal to the workers connected with the community development, panchayati raj and cooperation programmes for whom it is meant. Size: length of the manuscript should be about 10,000 words or about 40 pages if printed on demi-octavo size in not less than 16 point type. If books, they should be adequately illustrated. Copyright: copyright of the prize-winning entry shall be transferred to the Government of India free from all encumbrances. Suitable amount, mutually agreed to, will be paid for the copyright. Entry fee: Rs. 3 for each entry submitted by author. Last date for receipt of entry is September 30, 1968. Detailed particulars regarding the rules and instructions of the competition can be had on application from the director.

UGC Fellowships

APPLICATIONS are invited by the University Grants Commission for the award of Senior Research Fellowships (Rs. 500/- p.m.) and Junior Research Fellowships (Rs. 300/- p.m.) in Science and Humanities including Social Sciences. The fellowship also carries an annual grant of Rs. 1,000/- contingent expenditure.

Senior Fellowships are intended for persons below the age of 45 who have obtained a doctorate degree or equivalent qualification. Junior Fellowships are open to persons preferably below the age of 30 who have at least one year's research experience after obtaining first or second class Master's degree. The fellowships are normally tenable for a period of two years at any University or institution approved under the U.G.C. Act.

Completed applications on the prescribed form should reach the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi, through the institution where the research work is proposed to be undertaken, by May 27, 1968, at the latest. Copy of the rules and prescribed application form may

be obtained from the universities or from the office of the University Grants Commission.

Demography Awards

Applications are invited up to 10.6.68 for 15 Fellowships in Demography of Rs. 250 per month each tenable for a period of one year. Minimum educational qualification is M.A. or M.Sc. Degree in any of the subjects: Statistics, Mathematics with Statistics, Sociology, Economics, Psychology or Social works. Those who have appeared for the M.A. or M.Sc. examination and whose results are not yet announced are eligible to apply.

Applications are also invited for Second Year Fellowship of Rs. 250/- per month. The minimum qualification is Certificate in Demography.

Application forms can be obtained from the Director of the demographic training and research centre, Chembur, Bombay-71 on enclosing a large self-addressed envelope with a 45 paise stamp duly affixed.

Bilingual Method

(Continued from page 14)

tions. This leaves the children free to concentrate exclusively on the new linguistic items and so the maximum use of the available time is made.

The bilingual method makes use of linguistic habits acquired by the children in the process of learning their mother tongue. The direct method tends to treat the children as though they are coming for the first time to learn the language and so ignoring the linguistic habits of children which influence their ability to learn. The bilingual recognises the possession of concepts and thus avoids the reproduction of situations in the classroom—(situations which helped the formulation of those concepts when the children first learnt their mother tongue) on which the direct method leans so heavily. The bilingual method recognises that the need of the learner is not to learn about the situation—which he has anyhow already learnt—but to express its equivalent in the foreign language.

Six British Teachers for Summer Science Institutes in India

SIX British teachers will spend part of their summer vacation in India this year helping to run four summer science institutes. They are among more than 150 teachers from all over Britain who will act as consultants for refresher courses organised for more than 3,000 teachers in 23 developing countries.

In India, the summer institutes, each lasting five to six weeks, will be held during May and June. They have been organised by the University Grants Commission, the national council of educational research and training (NCERT) and the national council for science education, in co-operation with the British ministry of overseas development, the centre for curriculum renewal and educational development overseas (CREDO) in London, and the British Council.

The courses will cover the teaching of secondary school physics, chemistry, biology and mathematics, and will be attended by secondary school teachers.

Consultants

The consultants to the physics course, to be held at Doon School, Dehra Dun, will be Mr M. A. Tovell, a lecturer in charge of science, Southwark college for further education, London, and Mr V. J. Jong, a retired physics teacher and former staff inspector.

Mr C. W. Othen, senior lecturer in education, university college, Cardiff, and Mr N. Gilpin, deputy head of the science department and senior chemistry master, Methodist college, Belfast, Northern Ireland, will conduct courses in chemistry in Poona University.

The biology course will be held at the central school on the I.I.T. campus in Madras, where the consultant will be Mr J. B. Hunt, head of the biology department, Westminster city school, London.

Mr G. Ellerby, county council inspector schools, Huddersfield, will act as consultant to the mathematics course, which will be held at Jadavpur University, Calcutta.

For the science courses, curricular materials of the Nuffield science teaching 'O' level project will be interleaved with indigenous material prepared by NCERT study group. For the mathematics course, the foreign materials will be those of the schools mathematics projects.

Eighth Year

This is the eighth year that British teachers go abroad during their summer vacation. The object of such courses is to enable local teachers to improve their teaching techniques and to widen their knowledge of the latest curriculum developments, particularly in the science and mathematics.

Philosophical Conference

The University of Gauhati has invited the Indian Philosophical Congress to hold its next annual session in December at the campus. A reception committee under the presidency of the vice-chancellor, Dr. M. N. Goswami, has been formed to make preliminary arrangements for holding the Congress.

CONTRIBUTIONS!

Articles on different aspects of higher education in India and abroad and on students' problems write-ups on universities and campus news are invited for publication in the University News. These may be sent to the Publication Officer, Inter-University Board of India & Ceylon, Rouse Avenue, New Delhi-1.

EFFECTIVE SYSTEM OF TRAINING PHYSICISTS

A group of leading Soviet scientists writing in *Izvestia* say that the most effective system of training physicists is being applied at the Moscow physics technology institute.

This system, they say, makes it possible to train, and train sufficiently quickly, highly qualified specialists for the latest and most rapidly developing trends in physics and technology. The universities, they claim, give their graduates a broad general background, but do not fully prepare them for work at research institutes or design bureau. The technical colleges, on the other hand, do not provide a sufficiently broad educational background. At the physics technology institute, which was founded in 1946, the training of specialists falls into two sections.

During their first years at the institute, the students are taught on the basis of a general scientific programme of the university type. In the second part of the course, they were trained in a definite speciality and in carrying out research. Starting with the third year every student is set a definite goal to achieve and is provided with the latest instruments and equipment required for the problem which he is trying to solve.

SANSKRIT-RUSSIAN DICTIONARY

The Soviet Academy of Sciences proposes to bring out a Sanskrit dictionary. Dr O. K. Dreyer, director of the oriental publishing house, recently stated that several Indian works including Ramayana and Upanishads had been translated into the Russian language.

Dr Dreyer said that the Soviet Academy of Science will soon supply the Indian Statistical Institute a printing press to assist in a five-fold increased publication works in India. He also opined that increased exchange of scholars between the two countries will lead to close culture amity.

Situations Vacant

U.P. AGRICULTURAL UNIVERSITY

Pantnagar, District Nainital.

Employment Notice

Applications are invited upto *May 20, 1968 (June 20, 1968, for applicants abroad)* on the prescribed form obtainable from the Establishment Officer of the University free of cost on sending self addressed stamped envelope 11"x6" with name of the post inscribed thereon. Higher starting salary at any stage in the scale permissible. CPF benefits from 8 to 12%. Dearness allowance at U.P. State Government. Permanent employees of Government or established institutions eligible to come on deputation in their grade pay plus 20% deputation allowance. Qualifications regarding experience relaxable.

GENERAL

- | | | |
|---|-------|--|
| 1. DEAN, COLLEGE OF HOME SCIENCE. | -1 - | Rs. 1250-1750. |
| 2. DIRECTOR, PUBLICATIONS & TRANSLATION DEPARTMENT. | -1 - | Rs. 1100-1600. A special pay of Rs. 250/- for exceptional qualification. |
| 3. ASSOCIATE DIRECTORS. | -2 - | Rs. 700-1250. |
| 4. SENIOR TRANSLATORS. | -10 - | Rs. 400-950. |
| 5. JUNIOR TRANSLATORS. | -10 - | Rs. 300-550. |
| 6. ASSTT. ENGINEER INSTRUMENTATION. | -1 - | Rs. 350-900. |
| 7. DRILLING ENGINEER. | -1 - | Rs. 700-1250 or Rs. 350-900 depending on qualifications. |
| 8. EDITOR, INDIAN FARMER'S DIGEST. | -1 - | Rs. 400-950 or Rs. 700-1250. |
| 9. ASSISTANT EDITOR (ENGLISH) | -1 - | Rs. 300-900 or Rs. 400-800. |
| 10. ASSISTANT EDITOR (HINDI). | -1 - | Rs. 300-900 or Rs. 400-800. |
| 11. SUB-EDITOR (ENGLISH). | -1 - | Rs. 250-500 or Rs. 300-900. |
| 12. SUB-EDITOR(HINDI). | -1 - | —Do— |
| 13. HINDI TRANSLATOR. | -1 - | Rs. 200-450 or Rs. 300-900. |

COLLEGE OF AGRICULTURE

- | | |
|--|-----------------------------------|
| 14. ASSOCIATE PROFESSORS | Rs. 700-1250. |
| (a) Agronomy-7 (b) Soil Science-3 (c) Horticulture-2 (d) Entomology-2 (e) Plant Breeding-2 (f) Animal Science-2 (g) Senior Research Officer (Groundnut).-1. | |
| 15. ASSISTANT PROFESSORS | — Rs. 400-950. |
| (a) Agronomy-7 (b) Soil Science-3 (c) Plant Pathology-4 (d) Entomology-4 (e) Plant Breeding-3 (f) Poultry Science-2 (g) Animal Nutrition-1 (h) Dairy Science-2 (i) Junior Research Officer (Groundnut).-1. | |
| 16. EXTENSION PLANT PATHOLOGIST | -1 - Rs. 400-950 or Rs. 700-1250. |
| 17. SOIL ANALYSTS | -3 - Rs. 300-550. |
| 17B. ASSISTANT VIROLOGIST | -1 - Rs. 400-800. |

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OSMANIA UNIVERSITY

Hyderabad-7 (A.P.)

Advertisement No. 4/1968.

Applications on the prescribed form together with necessary Registration Fee, as mentioned below, are invited for the following Posts, in the University Service, so as to reach the undersigned on or before 27-5-1968:—

A—FACULTIES OF SCIENCE & TECHNOLOGY:

1. Professors:

Physics-1; Chemistry 1;
(Note: The Posts are temporary but likely to be made permanent.)

2. Readers:

i. Chemical Engineering-1;
ii. Paints and Varnish Technology-1;
(Note: The Post No. 2ii. is temporary but likely to be made permanent).

3. Lecturer/Junior Lecturer in Astronomy-3

4. Lecturer in Fine Chemical & Pharmaceuticals-1

5. Demonstrators:

Subject	Clear	Temporary
Physics	1	3
Chemistry	2	15
Botany	5	4
Zoology	4	4
Geology	—	3
Statistics	1	—

B—FACULTIES OF ARTS, COMMERCE & SOCIAL SCIENCES:

6. Lecturers/Junior Lecturers:

English	—	3
French	1	—
German	1	—
Linguistics	—	1
Commerce	3	4
Political Science	—	3
Economics	1	1
Geography	—	1
Psychology	1	1

QUALIFICATIONS:

1. Professors:

A Research Degree of a Doctorate Standard or Published work of an equivalent standard with (10 years' of teaching experience inclusive of (5) years' Post-Graduate teaching experience.

2. Readers:

A Research Degree of a Doctorate Standard or published work of an equivalent standard with 5 years' teaching and/or Research experience.

Note:

1. The Registration Fee for the Post of Professors, Readers, Lecturers and Junior Lecturers is Rs. 5/-.

2. The Registration Fee for the Post of Demonstrator is Rs. 2/-.

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(Continued from page 19)

SCHOOL OF BASIC SCIENCES & HUMANITIES

18. ASSISTANT PROFESSOR CHEMISTRY. -1 - Rs. 400-950.

COLLEGE OF ENGINEERING

19. ASSOCIATE PROFESSOR MECHANICAL ENGG. — Rs. 700-50-1250.
20. ASSISTANT PROFESSOR MECHANICAL ENGG. — Rs. 400-40-800-50-950.
21. ASSISTANT ENGINEER RESEARCH. -2 - Rs. 300-900.

QUALIFICATIONS AND EXPERIENCE.

1. **Essential**—Doctor's degree in any branch of Home Science with second class Master's degree. 10 to 15 years' experience of teaching degree classes/research as evidenced by publications/professional experience in the subject. Ability to conduct and guide research. Administrative experience desirable.
2. **Essential**—Second class master's degree (ii) 10 years experience of writing original books in Hindi and Translation. **Desirable**—Administrative experience.
3. **Essential**—(i) Second class master's degree (ii) Five years' experience of writing and translating.
4. **Essential**—(i) Bachelor's Degree (ii) 4 years experience of writing in Hindi and translating.
5. **Essential**—(i) University Degree in Sciences or Humanities (ii) 2 years' experience of writing in Hindi and translating.
6. Degree in Engg. or Physics. Ability to maintain repair account, scientific handling of sophisticated equipment.
7. Degree in Mechanical/Mining/Agricultural Engineering with a minimum of five years experience in the creation of various types of drilling rigs. Or Diploma in Mechanical Engineering with a minimum of ten years experience of the operation of drilling rigs.
8. **Essential**—(i) Master's degree (ii) Diploma in Journalism (iii) Five years journalistic experience.
9. **Essential**—(i) Masters' Degree (ii) Diploma in Journalism (iii) Four years' journalistic experience.
10. **Essential**—(i) Masters' degree with proficiency in English and Hindi (ii) Diploma in journalism. (iii) Four years' journalistic and translating experience in a newspaper or a Government Organisation.
11. **Essential**—(i) Graduate (ii) Diploma in Journalism (iii) Three years journalistic experience.
12. **Essential**—(i) Graduate (ii) Diploma in Journalism (iii) Three years journalistic experience.
13. **Essential**—M.A. in Hindi with English as main subject in B.A. (ii) Three years experience of English to Hindi translation work and original writing in Hindi.
14. (i) A high second class Master's degree or equivalent in the subject concerned or related field (ii) 5 years' teaching in degree-classes/research as evidenced by publications/professional experience. **Desirable**—Ph. D. in the subject and post graduate teaching experience. **Specialization**—for (a) Spray Fertilization (b) Pomology or Fruit & Vegetable Tech. (f) Dairy Technology, Dairy Bacteriology or Dairy Chemistry.
15. **Essential**—(i) Second class Master's degree in the subject concerned (ii) two years' teaching/research professional experience in the subject. **Desirable**—Ph.D. in the subject concerned.

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(Continued from page 19 Col 3)

3. The Application Forms with full particulars can be had from the Director, Department of Publications & University Press, Osmania University, Hyderabad-7, A. P. on payment of Rs. 3/- for the Post of Professors, Readers, Lecturers and Junior Lecturers and Rs. 1-50 for the post of Demonstrator, in person or by Money Order or by Postal Order UNCROSSED together with necessary postal charges for ordinary and Registered post, made payable to the Director.

Sd/
(L. B. Deshpande)
REGISTRAR.

UNIVERSITY OF UDAIPUR

Advertisement No. 2/68

April 23, 1968

Applications are invited for the following permanent posts in the University. Qualifications can be relaxed and higher start be allowed for outstanding experience and achievement. Benefits of Provident Fund, Leave etc. would be according to the University rules. Application form can be obtained from the undersigned on payment of Re. 1/- through crossed postal order drawn in the name of Comptroller, University of Udaipur. A self-addressed envelope 23 cm x 10 cm should invariably be sent along with the postal order for despatch of prescribed application form. Application on prescribed form must reach the undersigned by May 27, 1968.

School of Basic Science & Humanities
(M. B. College)

1. Professor of (a) Political Science (b) Economics (c) Commerce (d) Mathematics.

Grade : 1100-500-1300-60-1600 plus usual Dearness Allow.

Qualifications

Essential:- At least a good second class Master's degree in the subject from a recognised Institution. A research degree of Doctorate standard with published research work of a high standard in the subject. At least ten years experience of teaching Degree and Post-graduate classes and/or research as evidenced by published work of merit in the subject.

Desirable—Evidence of original thought and work of good quality.

2. Reader in (a) Physics (b) Chemistry (c) Botany (d) Zoology (e) Mathematics.

Grade : 700-50-1250 plus usual Dearness Allowance.

Qualifications:

Essential:- At least a good second class Bachelors' degree followed by a good second class Master's degree in the subject from a recognised Institution.

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- Specialization*—or (g) Rumanent or non-Rumanent.
16. **Essential**—(i) Second class Master's degree in Agriculture or equivalent with specialization in Plant Pathology (ii) two years' experience of research/extension dealing with the control of plant diseases.
 17. **Essential**—High second class Master's degree in Soil Science or equivalent.
 - 17B. Second class M.Sc. (Ag.) or Associateship of I.A.R.I. in Plant Pathology with two years research experience in insect-transmitted plant virus work, or Ph.D. in Plant Pathology with thesis work in Phytovirology.
 19. **Essential**—A high second class Master's degree or equivalent in the subject concerned or in related field (ii) 3-5 years teaching experience in degree classes/research as evidenced by publications/professional experience.
Desirable—Ph.D. in the subject and post graduate teaching experience.
 20. **Essential**—(i) High second class Bachelor's degree in the subject concerned (ii) At least two years teaching/research/professional experience in the subject.
Desirable—Master's degree in the subject (ii) at least two years of teaching/research/professional experience in the subject. Specialization for Engineering Branch.
 21. **Essential**—Bachelor's Degree in Agricultural or Civil Engineering.
Desirable—Qualifications will remain the same.

(Continued from page 20 Col. 3)

Either a research degree of Doctorate standard or published work of an equivalent standard. At least five years experience of degree and post-graduate teaching and/or research in the subject as evidenced by published work of merit.

Desirable:- for (a) Specialization in Theoretical Physics, Nuclear Physics or Solid State Physics.

for (b) Experience of organising the laboratory for semi-micro work.

For (c) Specialization in any of the following branches: (i) Bryology (ii) Ecology (iii) Microbiology.

For (d) Specialization in any of the following branches:-

Fish, Genetics, Biochemistry, Histoenzymology, Electrone, or Fluorescence Microscopy, Tissue-Culture, Parasitology or Embryology.

For (e) Ability to teach Advanced Analysis, Wodern mathematics to post-graduate classes.

3. **Lecturer in** (a) Sanskrit (b) Drawing & Painting (c) Hindi.

Grade : 400-50-800-50-950 plus usual Dearness Allowance.

Qualifications:

Essential:- At least a good second class Bachelor's degree followed by a first class master's degree in the subject, or a good second class Master's degree with at least three years teaching and or research experience or Ph. D. in the subject.

Desirable :- for (a) Acharya or specialized study of any two of the following:

Vyakarana, Darshan, Sahitya, Veda.
for (b) A working artist.
for (c) M. A. in or good knowledge of Sanskrit or Tamil, or possessing an equivalent degree like Shaityacharaya. Specialization in modern literature or Philology.

Note. The number of posts may be increased or decreased.

SHIVAJI UNIVERSITY, KOLHAPUR (Maharashtra State)

Applications are invited for the post of Deputy Registrar in the scale of Rs. 700-40-1100 plus D. A. Rs. 85/- and H. R. A. Rs. 75/- p.m.

Qualifications & Experience:

Master's Degree and thorough knowledge of University working and adequate experience in a responsible position in a University or a College.

Applications stating particulars regarding birth-date, qualifications, experience, present employment etc., should reach the Registrar, Shivaji University, Vidynagar, Kolhapur-4 on or before 20th May, 1968.

23rd April, 1968 USHA ITAPPE
Registrar

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the posts of a Professor and a Reader in the Department of Botany of the University in the scale of pay of Rs. 1100-50-1300-60-1600 and Rs. 700-50-1250 respectively.

Dearness, City Compensatory and House Rent allowances admissible

according to the University rules in force from time to time.

Qualifications

1. For Professorship:

"A Scholar of eminence.

Independent published work of high standard and experience of teaching Post-graduate classes and guiding research for a considerable period desirable."

2. For Readership:

"Good academic record with first or high second class Master's Degree in Botany followed by a Doctorate Degree or equivalent published work.

Independent published work (in addition to the published work referred to above) with at least five years teaching experience in Honours/Post-graduate classes essential."

Special requirements:

(a) For Professorship:

Specialisation in Plant Morphology, Embryology and Experimental Morphogenesis.

(b) For Readership:

The prescribed application form may be had from the Registrar's Office either personally or by sending a self-addressed envelope and stamps worth Re 0.75 Paise to cover postage.

Application on the prescribed form alongwith the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than 16th May, 1968.

Selected candidates will be required to produce the documents in original relating to their qualifications and experience etc. before the offer is made to them.

Note—It will be open to the University to consider the name of the suitable candidate who may not have applied. Relaxation of qualifications may be made in exceptional cases. Canvassing in any form or on behalf of the candidate will disqualify.

MARATHWADA UNIVERSITY

Applications are invited for the following teaching posts carrying the latest U.G.C. scales of pay in the post-Graduate Departments of the University.

Professors .. 2 Posts

One in History and Ancient Indian Culture. One in Political Science.

Readers .. 5 Posts

One in English (Linguistics/ Comparative Literature/ American Literature).

One in Zoology (Cytogenetics/Protozoology).

One in Mathematics and Statistics.
One in Bio-chemistry (Agricultural or Plant Bio-chemistry)
One in Physics (Nuclear/Solid States).

Lecturers 7 Posts

One in Economics.
Two in Mathematics and Statistics.
One in English (Linguistics/American Literature).

One in Biochemistry.

One in Physics (Nuclear/Solid State/Electronics/Theoretical).

Detailed information regarding prescribed qualifications, pay scales etc., will be supplied along with the prescribed application form on receipt of a self-addressed envelope (23 x 10 cms.) Applications in prescribed form should reach the Registrar, Marathwada University, Aurangabad (Maharashtra) not later than May 29, 1968, alongwith the fee of Rs. 3/- in the form of postal order.

University Campus (M. B. CHINIS)
AURANGABAD Registrar
(Maharashtra)
April 13, 1968.

ALIGARH MUSLIM UNIVERSITY ALIGARH

Advertisement No. 3/68-69.

Applications are invited on the prescribed form for the following posts:—
JN. Medical College.

Candidates must possess a Medical qualification included in first or second schedule or Part II of the third schedule (other than Licentiate qualifications) of the Indian Medical Council Act, 1956. Holders of the educational qualifications included in part II of the Third Schedule should fulfil the condition stipulated in Section 13(3) of the I.M.C. Act 1956. Must possess a basic University or equivalent qualification entered in schedules under State/Central Medical Registration Act.

Scale of Pay

1. Professor:- Rs. 1100-50-1300-60-1600
 2. Reader:- Rs. 700-50-1250
 3. Lecturer:- Rs. 400-40-800-50-950
 4. Registrar:- Rs. 300-25-350 and plus D.A. and NPA admissible under rules.
1. **Professor in Obst. & Gynaecology:-** Must possess M.D. (Obst. — Gyn.) M.S. (Obst. & Gyn.), M.O. M.R.C.G. Speciality Board of Obst. & Gyn. (USA) F.R.C.S./F.R.F.P.S. (Glasgow), M.R.C.P. (with Obst & Gyn.) as special subject or equivalent qualifications. *Experience:-* As Reader, Asstt. Professor in Midwifery and Gynaecology for 5 years after requisite post-graduate qualification.
 2. **Reader in Microbiology (Inst Of Oththaimology):-** M.B.B.S., M.D. (Path & Bact.) M.S. or M.Sc. (Mic.) or Ph.D. (Mic) with atleast 5 years experience in microbiological work. As Lecturer or equivalent post. Candidates who are not MBBS but possess higher degree and experience in Microbiology can also be considered, if they have other qualifications and necessary experience.
 3. **Lecturer in Pathology Inst. Opath. alomology):-** M.B.B.S., D. Path. (Lond.) or D.C.P. or M.D. (Path)

with 3 years experience as Research Fellow/Tutor/Demonstrator or an equivalent post in the subject.

4. **Registrars Obst. & Gyn:-** M.B.B.S. One years House Job in Obst. & Gyn. **Desirable :-** Post-graduate diploma or degree.
5. **Registrars in Paediatrics:-** M.B.B.S. Housemanship, or its equivalent in a hospital of a Medical College for one year in the Deptt. of Paediatrics, or 6 months in the Deptt. of Paediatrics and 6 months in the Deptt. of Medicine. **Desirable:-** D.C.H.

Other Deptt.

6. **Reader-in-charge electronics Engg. Womens Poly. Scale Rs. 700-50-1250 Plus DA (Women only).**

Q:- 2nd class degree in Telecommunication/Electronics Engg. M.Sc. (Tech) in Electronics. *Experience* 5 years professional of which 2 years be preferably in teaching; relaxable.

Prescribed application forms and instruction may be had from Registrar by sending self-addressed envelope 9" x 4" size. Last date of receipt of applications is 15 May 1968. Incomplete applications and those received late may not be considered.

Higher start may be given for special qualifications and experience. Candidates interviewed may be paid contribution towards their TA equal to one

single second class railway fare only.
Dy Registrar.

SITUATIONS ABROAD

University of Malaya invites applications for Lecturers/Assistant lecturers in the department of history (2 posts); fields: (i) Malaysian and South East Asian history; (ii) international relations. (b) department of Chinese studies (2 posts): fields: either (i) Chinese science or (ii) Chinese philosophy. Only candidates with a higher degree and who are able to teach in English will be considered.

Applications may be submitted for (a) before May 23, 1968 and for (b) July 31, 1968. The university also invites applications for chair of genetics in the school of biological sciences and chair of solid state physics in the department of physics before May 15, 1968, and for the post of lecturers/assistant lecturers in the school of biological sciences (two posts). Last date of submitting applications is May 15, 1968. The post for the computer centre, one post of senior lecturer in paediatrics. Last date for application is May 24, 1968.

Manchester University invites applications for the post of assistant lecturer in oral surgery and for the post of lecturer in engineering (civil) both up to May 25, 1968.

JOB INDEX

Subject	Post	University
Home Science	Dean	U.P. Agricultural
Engineering	Principal	Aligarh
Botany	Professor	Delhi
Obs. & Gynaecology	"	Aligarh
History and Indian Culture	"	Marathawada
Political science	"	"
Physics	"	Osmania
Chemistry	"	"
Political science	"	Udaipur
Economics	"	"
Commerce	"	"
Mathematics	"	"
Physics	Reader	"
Chemistry	"	"
Botany	"	"
Zoology	"	"
Mathematics	"	"
Chemical Engg.	"	"
Paints & Varnish Techn.	"	"
English	"	Marathawada
Zoology	"	"
Mathematics	"	"
Biochemistry	"	"
Physics	"	"
Microbiology	"	Aligarh
Electronics Engg.	"	"
Botany	"	Delhi
Economics	Lecturer	Marathawada
Econometrics	"	"
Mathematics & Statistics	"	"
English	"	"
Biochemistry	"	"
Physics	"	"
Fine Chemicals	"	Osmania
Sanskrit	"	Udaipur
Hindi	"	"
Drawing & Painting	"	"

Teacher Training Institute for Bhutan

The Himalayan kingdom of Bhutan will have a teacher training institute very soon.

According to Mr. Atulananda Modak who has been appointed principal of the institute, initially a batch of 100 teachers will be trained in basic courses in this institute every year for teaching primary students. Later, the number of trainees will be increased. To begin the first session a team of four lecturers who will train the teachers through English medium has been appointed.

Institute for Advanced Skill for Madras

The Union Government has decided to set up an institute for advanced skill in engineering trades in Madras with the assistance of the United Nations.

The government has also decided to establish a foreman training institute at Bangalore and a staff training and research institute in Calcutta, both with the West German assistance.

Associateship Recognised

The Government of India has decided to recognise the associateship of national leather seller's college, London, and diploma in leather technology of Northampton college of technology, Northampton, Britain, as being on par with diploma in leather technology of the Indian regional tanning institutes for purposes of recruitment to subordinate posts and services under the Government.

Education Outlay

The Punjab Government has decided to spend Rs. 4.86 crores on education during the fourth five-year plan.

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Candidates should have high academic distinction in any branch of engineering in addition to Experience as the Head of a department in an engineering college of repute for at least five years. A Practising engineer with sound academic background and long professional and administrative experience, who has made a notable contribution to his profession, will also be considered eligible for the post.

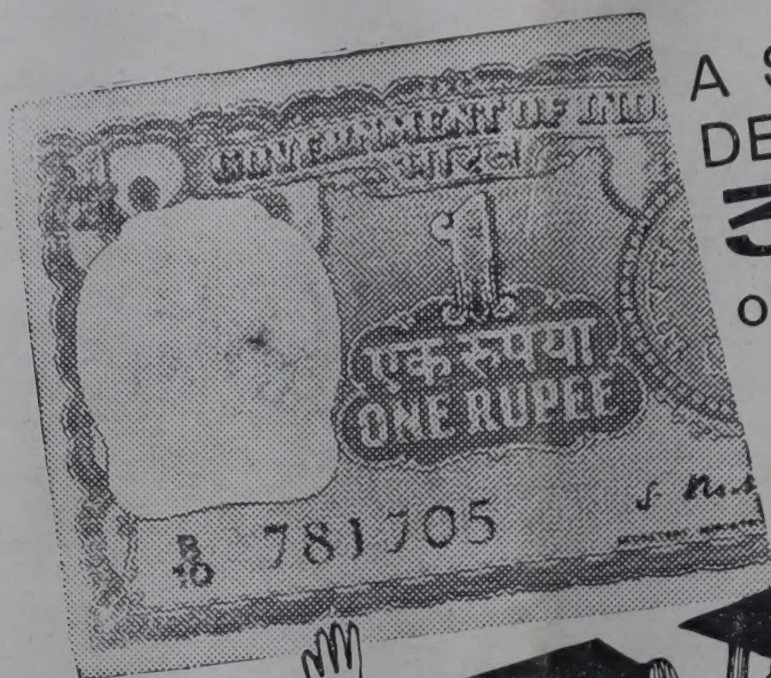
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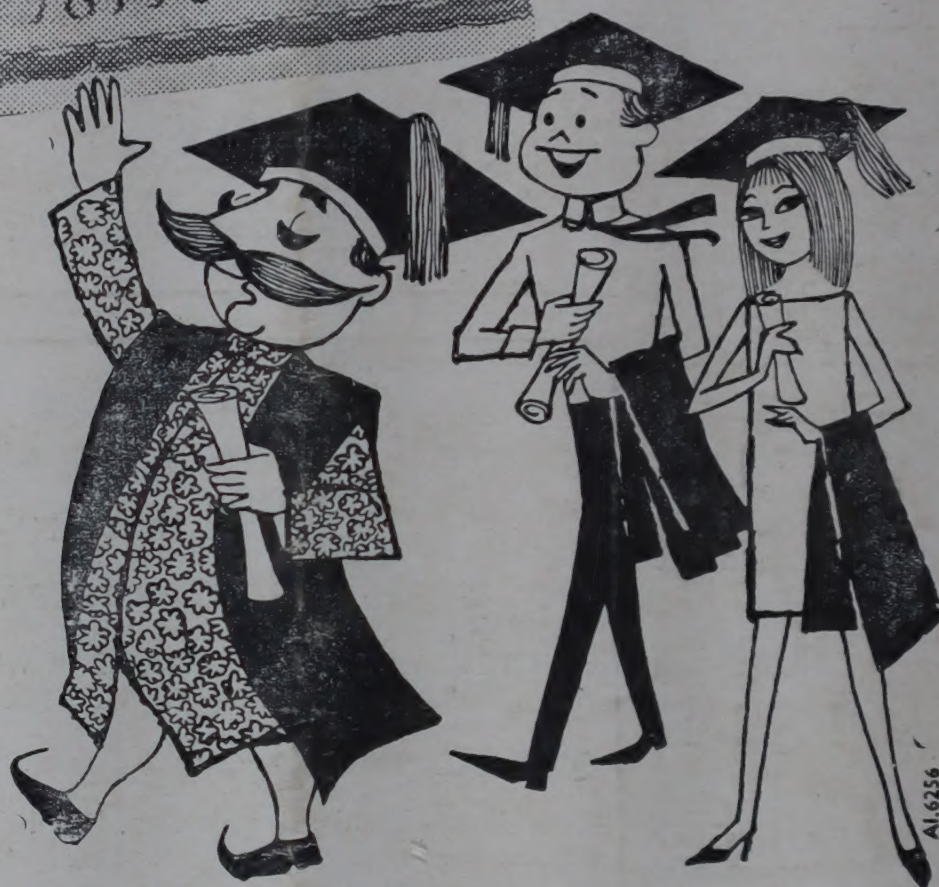
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Prescribed application forms and instructions may be had from the Registrar by sending a self-addressed envelope of 9"x4" size. Last date for receipt of applications is 20.5.1968. Incomplete applications and those received late may not be considered. Candidates interviewed may be paid contribution towards their T.A. equal to one single second class railway fare only.

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